

THE SHAKERITE

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In spite of the dark nationwide string
of teen suicides due to homophobic bullying,
the Shaker Gay-Straight Alliance believes

IT GETS BETTER





Representing the rainbow

Members of the Gay-Straight Alliance showed their spirit in the courtyard Oct. 19 as a celebration of Ally Week, a national event organized by the Gay, Lesbian, Straight Education Network aimed to promote change in attitudes and behaviors toward the LGBT community. Read more about GSA's efforts on pages 7 and 8.



What's Inside



Just relax. Please.

Are you applying early? What's your first choice? Do you know your major yet? How many schools are on your list? That's your first choice? Oh . . . that's my safety.

If we hear one more question about anything college-related, we may spontaneously combust. The college hype has reached peak levels; you can't spend three periods without hearing something about your GPA, SAT scores or teacher recommendations. We understand the stress that accompanies college applications. Don't worry, we feel it, too. But frankly, our biggest stress doesn't come from our parents or our teachers; it comes from our peers.

If you're a senior, you've definitely spent at least an hour in the obscure Room 216, which is basically a cramped corner of an academic lab. It's there where students pile in and wait for visiting admissions officers like a thirsty pack of wolves. The scary part isn't the representative's presentation or the Q&A that follows. It's the awkward 5-10 minutes before his/her arrival when students interrogate one another about their lists, scores and leadership positions. The situation quickly escalates into a full-out gladiator battle over who has a better academic standing or the best resume.

The reality is, no matter how many people are also applying to your dream school, you're ultimately competing against more than the three or four (or 20) other Shaker seniors who have the same higher education aspirations as you. Undergraduate admissions to American universities have reached record highs in the last few years. So yeah, you might be competing against the girl getting an A+ your physics class or the artistic genius/athlete who's applying to the same engineering school as you, but you're also up against 30,000 other seniors from around the world. That in itself sucks enough.

Instead of dissecting college applications with your lab partner, (while trying to calculate their GPA against yours in your head) we should be supporting one another. This is a stressful time for all of us, and on some level, we are all feeling insecurities about ourselves. Shaker prides itself on providing a diverse and cooperative learning environment for its students, but there's nothing cooperative about tearing one another down with jabbing comments and backhanded compliments. Being malicious to your classmates can make you feel better about yourself, but it just increases the whole college application hype.

When the acceptance letters come rolling in, don't you want it to be worth all the stress? Obviously. But we're guessing people would still like to have some friends by the end of the process, too.



Dana Finley

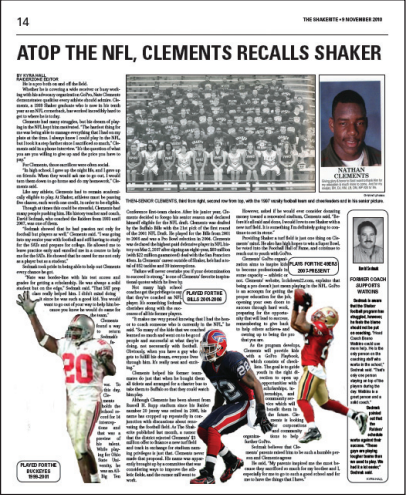


Victoria Fydrich

OCT/NOV 2010

PAGE 10 SHAKER SPEAKS

READ ALL ABOUT THE EDITORIAL BOARD'S TAKE ON RECENT CLASS MEETINGS--OR SHOULD WE SAY, CLASS CIRCUSES.



PAGE 14 RAIDER ZONE

SHAKER ALUM NATE CLEMENTS TALKS TO RZ EDITOR KYRA HALL ABOUT LIFE AFTER SHHS FOOTBALL, THE SATS, AND HIS ORGANIZATION, GOPRO.



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Campus and City

Trashy behavior

Incivility is on display in the cafeteria every day as students leave trash on tables instead of throwing it away. Apparently, some think that's what custodians are for. Principal Michael Griffith explains that the mess disrespects everyone, including those who make it. See page 5.



MARISSA MILLER • THE SHAKERITE

THE REALITY IS, IT'S NOT EASY BEING GREEN

BY SARAH SHAW
STAFF REPORTER

Despite hosting two clubs that promote environmental responsibility, the high school's recycling effort is inconsistent.

There is no official procedure for collecting paper, according to Haley Rayburn, Environmental Club leader. However, club leader Beth Statler said the club collects paper from all classrooms. Club members dump the paper into large garbage cans and take it to a storage room in the high school until it is picked up by the grounds crew. There is no recycled paper bin on campus.

As far as plastics and metals, "that happens in the cafeteria" Statler said. The containers in the cafeteria are placed near the checkout lines and, perhaps because of their location, don't seem to be frequently used.

The middle school and elementary schools, by comparison, have bins for recycled paper in their parking lots. The bright green and yellow bins belong to the Abitibi Paper Retriever Company and get picked up monthly.

According to Denise Piotrowskithe of the Abitibi Paper Retriever Company, placing a recycling bin at the high school would require visible placement and a minimum of two tons a month of paper recycling must be guaranteed. There is no set up cost, and for each ton of paper recycled the school could receive money in return.

Rabatin said guaranteeing two tons of paper a month would

prove challenging, and space for a bin is scarce in a parking lot that is already crowded.

"We don't have enough people to empty all the paper bins in the school during one meeting," she said. "They won't take parking away."

According to Business Administrator Robert Kreiner, the district recycles paper, plastic, aluminum, glass, cardboard and metal cans.

"Those items are placed into recycling dumpsters. Some buildings have their own dumpsters, others share because of space limitations," Kreiner stated. "The dumpsters are emptied at least two times per week by Waste Management, the company we contract with for waste removal."

As for cafeteria recycling, Kreiner stated that it's in the works. "Our lunchtime recycling procedures will be standardized across the district. We are in the fact-finding stage of standardization," he stated, adding that the lower schools are in their first year with AVI as the food service provider.

"We are surveying what contents from AVI lunches can be recycled, as well as the containers, signage, and recycling processes that already exist in each building. We will then determine how to make the containers and signage consistent and clear across the district, and how to clearly communicate the lunchtime recycling process to staff, students and others," he explained.

Although the process involves PTO volunteers, several build-

ings, varied interest and space constraints, Kreiner anticipates cafeteria recycling will be standardized across the district by winter break.

Paper recycling is emphasized in some classrooms. Science teacher Geoffrey Gainford said that last year David Stahl ('10) said that the science department used too much paper. Gainford now encourages students to go for "green points." The green point is given to students who use recycled paper or reused paper for their assignments.

For his Advanced Placement chemistry class, Gainford gives the green point to students who print on the front and back of their lab reports. The green point is available on any lab that students type, Gainford said.

English teacher Christopher Cotton awards green points to students who use both sides of the paper or print on recycled paper. Cotton also keeps piles of scrap paper he calls "vetted scrap" in his room as well as in the English office to use for single-sided handouts. Vetted scrap is paper that has been printed on one side and contains no personal information about a student or teacher in the building.

Cotton gives his students half of a point extra credit for each piece of recycled paper they use, with a maximum of three points extra per assignment.

Cotton said, "Students respond to this request, and this year almost everyone is participating."

HOW WILL THE PIECES FIT?

BY ERIN CULLEN
CAMPUS AND CITY EDITOR

Each year, sophomores take the Ohio Graduation Test in March. The Ohio Department of Education processes the results, and assigns an overall result to each school. Schools whose OGT scores fail to meet the Adequate Yearly Progress standard, as established by the

federal government, in all student subgroups are placed in School Improvement year one.

The high school is now in its fourth year of School Improvement status because it has failed to meet AYP for five consecutive years. According to Principal Michael Griffith, increasing reading and math scores among economically disadvantaged students, minority

students and handicapped students is a priority. "These students are on the fringe of passing. . . but have not been able to pass at the rate we need," Griffith said.

Ohio law requires schools in improvement year four to create a reconstruction plan, or, as Griffith said, a "re-organization" plan. Students in the failing groups will see changes in the following areas:

1 Curriculum
Will be modified where failure occurs, mostly in college prep and general level classes. Curriculum will address math and reading. Students would see teachers posting goals in the classroom for vocabulary, writing, intervention math skills and graph reading.

2 Outside Class Intervention
Courses could include Saturday school, summer classes and after-school courses. The high school used to offer such courses, and students who took them passed the test at higher rates. However, Griffith said attendance was a problem.

4 Tests
Teachers will embed questions from previous OGT tests into chapter, unit and section tests and quizzes. School will become more test-oriented to help better prepare for OGT.

3 Teacher Training
Teachers will be trained to teach students how to better understand test questions. Teachers will teach test-taking strategies to students who haven't passed the OGT.

5 Attendance
Griffith said that for any significant change to occur, attendance must improve. The school will begin to use the attendance office more. School employees may also engage parents in students' attendance through home visitations and inviting parents to school to educate them about attendance.

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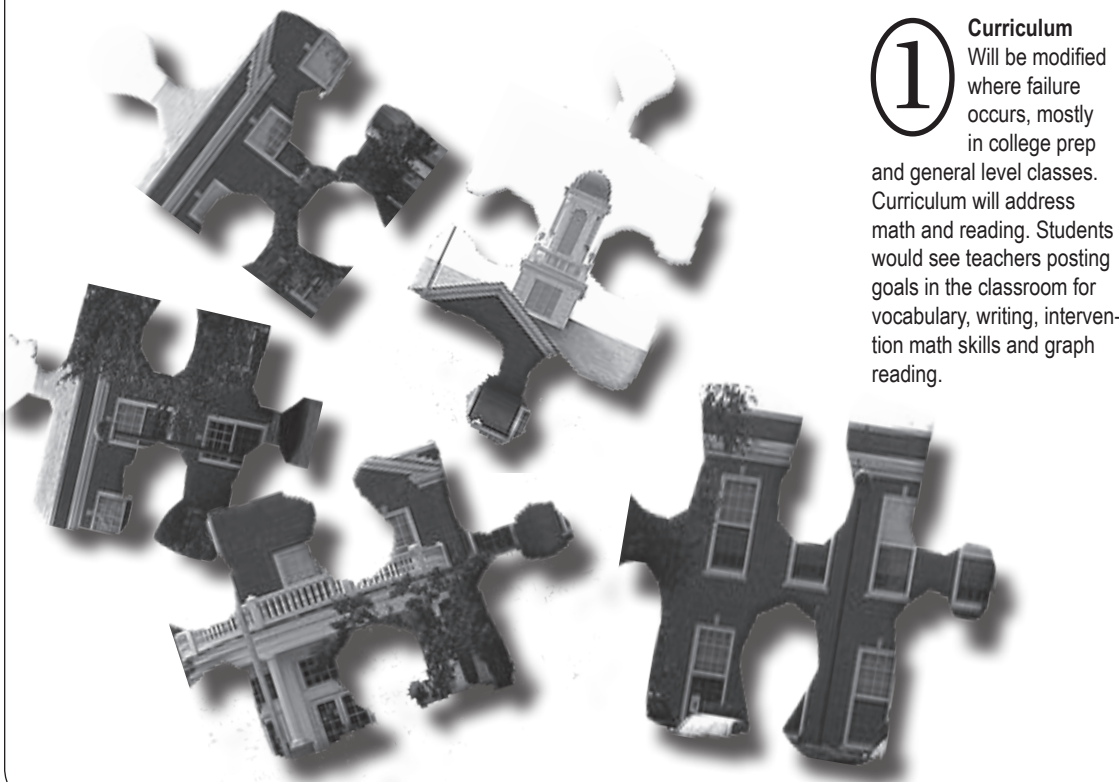
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YOUR COLD JUST
WANTS TO HELP YOU
FEEL BETTER

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Bless you. You know you have been sneezing a lot lately; maybe you are coming down with a cold.

Or, it's just a seasonal reminder that your immune system is working correctly. Yes, it's about that time of year, the leaves are falling, the temperature is dropping, and colds are hitting kids hard. The flu season is right around the corner, and people everywhere are preparing their immune systems, whether they knew it or not. People may hate catching colds, but getting a cold might actually be a good thing.

Is this true, could it be so?

The answer is yes. When you catch a cold it is in fact a sign that your immune system is healthy and working properly.

"When you catch a cold, your body will fight the virus naturally," school nurse Paula Damm said. "That's why symptoms such as sneezing, coughing and runny nose happen. When these symptoms occur, it is a blessing in disguise because your body is fighting the cold and trying to get the virus out of your system."

Damm also explained why it was very important that students remember to practice good hygiene and wash their hands frequently. And, stay home if you come down with a cold. If you don't, you could be jeopardizing the health of your peers.

Said Damm "If you become ill, you should stay home because you can spread the viruses you catch."

ERIC HARRIS

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LAPTOPS TOO HOT TO HANDLE FOR SOME

BY SARAH-JANE LORENZO
CAMPUS AND CITY EDITOR

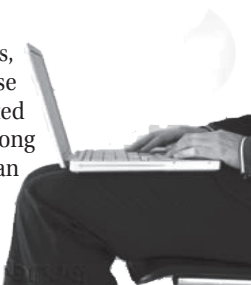
Ironically, using your laptop on your lap may result in a condition known as toasted skin syndrome.

Defined by blotchy red marks across the affected area, toasted skin syndrome is a consequence of repeated exposure to intense heat. The marks left on the skin may become permanent, and contracting toasted skin syndrome may increase risks of multiple types of skin cancer.

Although only 10 cases of toasted skin syndrome have been documented in medi-

cal journals, the condition is very common among bakers, steel workers and others whose professions frequently expose them to intense heat. Dermatologists say that tissue affected by toasted skin syndrome is comparable to that affected by long term sun damage. The temperature underneath laptops can reach 125 degrees.

In order to prevent skin damage, doctors recommend that laptops are placed upon laptop desks, pillows or their carrying cases to limit the amount of heat reaching the skin.



Torment exacts fatal GLBT toll

Bullying results in at least 4 gay teen suicides

BY SAM WEISNER AND KATHLEEN KALAFATIS
STAFF REPORTERS

The suicide of a Rutgers University freshman who was harassed for being gay is the most recent in a disturbing series of such instances involving young gay males nationwide.

Rutgers freshman Tyler Clementi, 18, jumped to his death from the George Washington Bridge in Newark, NJ Sept. 22. Using a webcam, Clementi's roommate Dharun Ravi, on two occasions, secretly made video recordings of him kissing another male in his dorm room. The roommate uploaded the videos to the Internet and invited his friends to watch them via Twitter and Facebook. Before his death, Clementi posted "Jumping off the gw bridge sorry" on his Facebook page.

In September alone, at least four gay youth, including Clementi, committed suicide after being bullied by classmates. Studies place suicide rates among GLBT youth at three to four times higher than among straight youth. The term "bullycide" has appeared in recent weeks in coverage of the deaths as people examine the widespread harassment and abuse many GLBT students face at school and online.

In Houston, Asher Brown, 13, was bullied for not only for being gay but for being small, the way he dressed and his religious beliefs. Those who bullied Brown acted out mock gay sex and called him names such as "homosexual," "queer" and "fag." The day before Brown committed suicide, a student kicked his books and then tripped him as he went down the stairs. His parents allegedly called the school to report the bullying and taunting Brown received, but the school claims that they did not receive any calls.

According to a 2009 Gay, Lesbian, Straight Educators' Network survey of 7,261 middle and high school students, almost nine out of 10 GLBT students were harassed at school the previous year. A survey of Shaker Gay Straight Alliance members found that 35 percent of have experienced bullying at the high school.



Clementi



Brown

Administrators and security personnel interviewed for this story said anti-gay bullying is not prevalent at the high school.



photos.nj.com

HUNDREDS OF RUTGERS University students attended a silent vigil Oct. 3, in memory of freshman Tyler Clementi who committed suicide Sept. 22.

"The Shaker community at large is extremely open-minded with people in non-traditional relationships," Assistant Principal Frank Wessinger said.

The high school handbook includes a specific policy defining and forbidding bullying and harassment.

The policy, which includes sexual orientation, defines harassment as acts that "intimidate, insult, annoy persistently or otherwise abuse, physically, orally, in writing, or through an electronic device including but not limited to a computer or cellular telephone."

In the Rutgers case, Ravi and a friend, Molly Wei, are each charged with two counts of invasion of privacy for broadcasting Clementi's intimate encounter. If convicted, they face 5-10 year prison sentences, depending on whether they are also convicted of a bias crime.

At Shaker, parent conferences, expulsion or police report are all possible consequences for bullying.

Said Wessinger, "We do whatever it takes to modify that."

Raise your hand if you've had something stolen

BY LIZ JACOB
STAFF REPORTER

"My house was broken into once, and my mother's purse was taken, but my garage was broken into three times, and a lawnmower and bikes were stolen," sophomore Ian Clark said.

Shaker residents are familiar with property crime. "Our house was broken into while we were asleep upstairs," special education Teacher Lorna Thomas said. "It's forced us to become more cautious, and we felt extremely violated."

Thomas' house was broken into in 2009. The invader stole the family's car keys, fled the scene without stealing anything else and left items strewn across the lawn. Thomas said that now her family members are less comfortable at home alone. The family has also installed a

security system. The perpetrator was never discovered in this case.

According to Shaker Heights Police Department records, there has been a significant drop in crime since 1985, when 1,613 burglaries and minor crimes were reported in the city.

Since then, the number of such crimes has fallen by more than half with small variations by year. However, burglary rates have risen this year. In the first nine months of 2009, 444 burglaries were reported. In the first nine months of 2010, 472 burglaries have been documented.

On the whole, burglaries, theft and property crime account for about 96 percent of all crime in Shaker. According to FBI statistics, the same crimes only make up about 24 percent of all crime in the nation.

Sophomores Annie Carter, Ariella Altchouler, Andrew Taylor-Shaut and freshman Mia Wang all have experienced some kind of break-in at their homes.

"Once a stranger came to our house and offered to mow our lawn. My dad showed him where we kept the lawnmower in our garage. That night someone tried to break into our garage," Carter said.

In Taylor-Shaut's case, his house was broken into twice and a car, computer, bike, iPod, and basketball bag were stolen.

However, despite the frequency of crime in Shaker, most students believe that their neighborhood isn't dangerous; you just have to be conscious of your surroundings, and take some simple steps toward safety.

Taylor-Shaut said, "I feel like it is a friendly neighborhood, just with a couple bad people in it."

TRASH CAN, ANYONE?



Marissa Miller•The Shakerite

FEW LUNCH PERIODS end without messes left behind for custodians to clean up. And some students who do throw garbage away do so by tossing it at trash cans from a distance, splattering food on walls.

Facing no consequences for littering, some choose to leave their messes behind at tables

BY SARAH-JANE LORENZO
CAMPUS AND CITY EDITOR

Some students are checking their manners at the cafeteria doors.

Over the course of three lunch periods, crumpled paper bags, wrappers, lunch trays and milk cartons lie on tables. Crumbs and yogurt cover the carpet, and there are rumors of a mouse in the senior lounge. This daily mess is left for the janitors to clean.

The slovenly behavior is not universal. “I think that it depends on their table,” said sophomore Ana Sinicariello, “some people are

really respectful and throw their trash away, and some people are not and either leave their food on the table or try to shoot baskets and it lands on the ground.”

Not only does food land on the floor, but it often splatters out of the garbage can and onto the walls, tables and even other students. “There are no consequences, so people don’t actually care,” Sinicariello said.

Sudents also leave their trash behind knowing that the janitors will clean it up. “I mean, it is their job,” Sinicariello said. “We could be more respectful, it’s always good to be more respectful . . . but,

it is their job, honestly.”

One member of the custodial staff, who requested anonymity, is not so ambivalent. “It’s our job to keep the place sanitized, but not our job to clean up after them. If they had home etiquette, they wouldn’t have that kind of mentality. It’s not right.”

Said Principal Michael Griffith, “We have staff here whose job it is to maintain a clean and positive environment. They are not your butlers and maids. It’s all of our burden to keep . . . this house clean. A person who chooses to leave their things disrespects others, the district and themselves.”

If you drive in Cleveland Heights, save text messages 4 l8r



southier.com

BY BRIANA JOHNSON
STAFF REPORTER

Cleveland Heights is the latest city to ban texting while driving, but Shaker Heights seems to be in no hurry to join the no-texting-while-driving movement.

On Nov. 1 it became illegal to send, compose or read a text message while operating a vehicle in Cleveland Heights. However, drivers are allowed to text if the vehicle is parked, standing or stopped, and is out of the flow of traffic. Cleveland Heights City Council passed this law, which also applies to e-mails, Sept. 20.

Shaker Heights City Council has yet to consider such a law. City Law Director Margaret Cannon said although the city is aware of the Cleveland Heights law, Shaker Heights residents should not anticipate a similar statute.

Michelle Hurley, a junior, thinks the Shaker approach is appropriate. “There are a million other things that’s way more important than someone texting and driving,” said Hurley. “I’ve never heard of someone dying in a car crash because they were trying to send a text message.”

Fatalities attributed to text and driving are, in fact, not uncommon. In September 2006, a 19-year-old Utah man killed two scientists when his vehicle crossed the yellow line and hit the men’s car. They died instantly, and Utah law now treats such accidents just as they would fatal crashes caused by drunk driving.

Shaker’s lack of concern about texting and driving may prove irrelevant. A Cleveland lawmaker has introduced a bill that would ban text messaging while driving in Ohio. The law would make texting while driving a primary offense, meaning drivers could be pulled over and ticketed for texting. First-time offenders would be fined \$200, second-time offenders would be fined \$500, and each additional offense would result in 100 hours of community service.

Currently, 30 states, Washington, D.C. and Guam have banned texting while driving.

Research by the Federal Motor Carrier Safety Administration indicates that drivers who send and receive text

messages take their eyes off the road for an average of 4.6 seconds out of every 6 seconds while texting. This means at 55 miles per hour, the driver is traveling the length of a football field without looking at the road.

About 81 percent of the United States population has admitted to texting while driving even though they acknowledge the danger. People who text while driving are 23 times more likely to be in an accident because it takes their eyes off the road and could cause them to ignore possible road signs.

Driving statistics also show that 47 percent of adults text while driving, compared to 34 percent of teenagers. Statistics also prove that texting while driving is about six times more likely to cause an accident than driving while intoxicated.

Laws against the behavior may not prevent it, either. Senior Emma Bresnahan said, “I text while I drive all the time. I don’t think it’s a big deal, and I don’t think I’ll ever remember to put my phone away when I enter Cleveland Heights or any other city that has passed that law.”



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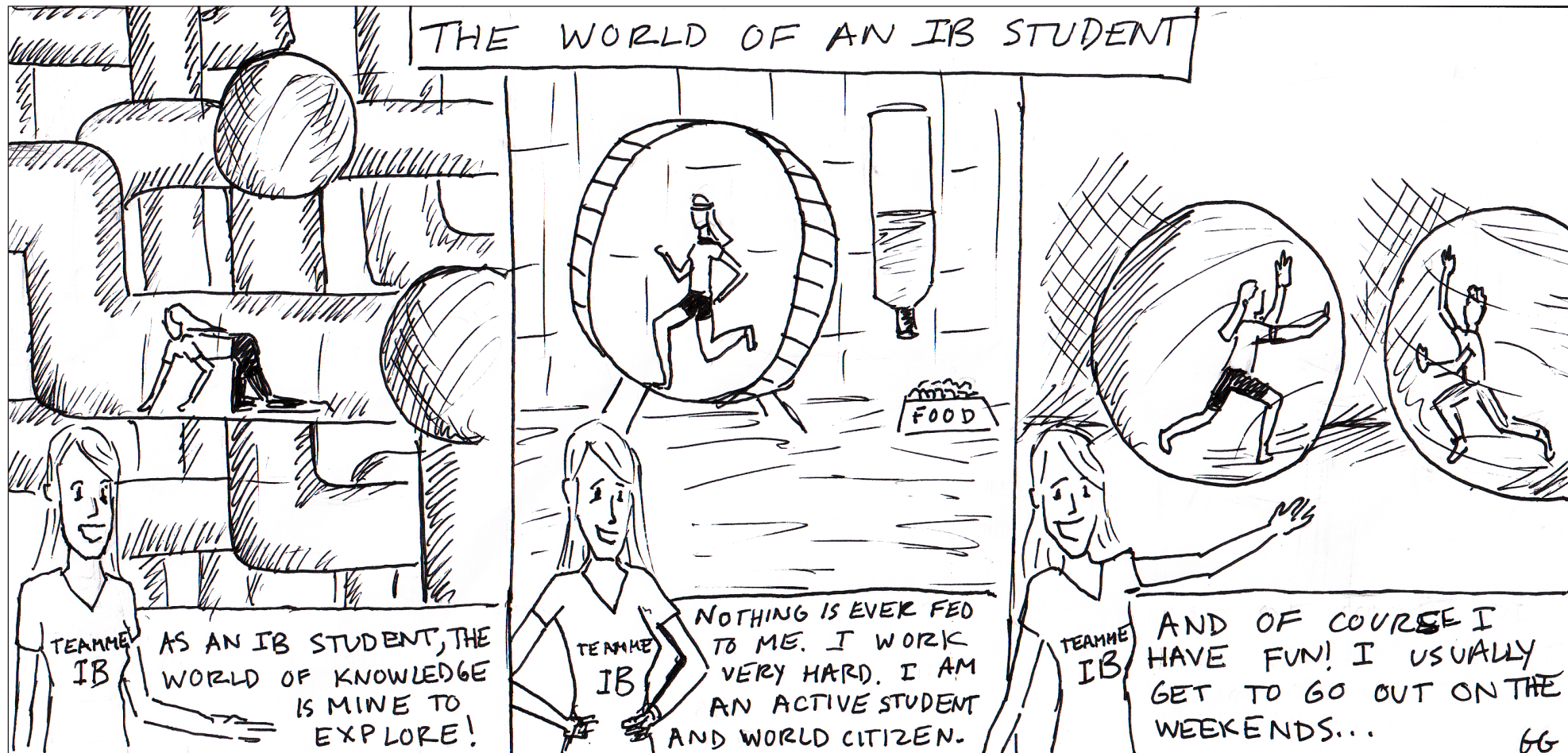
Sports come in second online

Unlike other school district websites, shaker.org does not publicize athletics news. With all the academic achievements, did sports slip through the cracks? According to Director of Communications Peggy Caldwell, Shaker's upcoming website redesign will include athletic updates that will be integrated with highschoolsports.net.



Opinion

IB OR NOT IB? THAT IS THE QUESTION



Gabe Gordon • The Shakerite

Junior Nora O'Connell praises the IB program for a new approach to learning

As a student enrolled in the International Baccalaureate program, my eyes have been opened to a whole new world of learning. The techniques differ from what I have grown accustomed to in my previous years of education in Shaker schools. It has put a lot more responsibility on my shoulders, though I don't think IB is significantly more difficult than the normal high school experience. However, three of my main classes, which consist solely of IB students, rely heavily on the amount of extra effort a student is willing to put forth in order to excel. Of course, teachers are there for an important reason, but IB requires true dedication and a lot more time and discipline.



Nora O'Connell

The program has also asked a lot of me as a person. To obtain an IB diploma, we have to complete 150 hours of community service, a concept known as Creativity Action Service, or C.A.S. The objective of this is to really begin to mold our characters while contributing to our community. We must also write a 14,000 word extended essay, which is due Feb. 14 of senior year. In doing this, we will be able to master a subject completely of our choosing without any outside help. This teaches us to truly listen to and trust our intuition.

As honored as I feel to be a part of Shaker Heights High School's first class to graduate under the International Baccalaureate program, I feel as if the 42 of us are acting as guinea pigs. Essentially, we are the experiment to test out how well Shaker students respond to IB. I think that in 10 years, the program will flourish, and there can be at least twice as many students participating. The teachers at Shaker will be more accustomed to teaching in IB styles, and the students will have a better understanding of what is expected of them.

With that said, I do not regret my decision to enroll in IB. It is only the first quarter of my junior year, therefore I have not yet fully benefited from or experienced all that IB has to offer. Although it may be a new concept and a rocky transition for the students and teachers involved, the community feeling that the curriculum provides is strong and compelling. I have begun to see the importance of the information I learn and how it can apply to my life along the way. It truly is a different approach to learning and understanding the world, which is what the program aims to achieve.



Junior Markie Anderle criticizes hype, effort to set IB students apart socially

The class of 2012 has finally reached junior year, and that means it's IB time! The IB program, or I should say, "programme," has taken over the school with its barbecues and T-shirts.

While IB kids are struggling with teachers that don't quite know what they're doing yet, as an AP kid, I am sitting back and saying, "Wow, I'm really glad I didn't take that."

After the 2012 masses had the IB programme shoved down our throats last year by teachers and counselors alike, the new school year has brought with it only increased IB hype.

As an outsider looking in, I can understand the initial excitement over a new, worldly program like IB, but making T-shirts, having an IBQ (that's BBQ mixed with IB if you couldn't detect their ridiculous play on words), making an IB banner for the whole school to see and wanting to have an IB sleepover is way too much.

I don't mind the IB programme as an academic program, but all of the extra things are unnecessary.

Anyone who wanted to take IB could, and actually, there are only a few classes which are solely IB.

Those who think IB is so much better than any other class need a reality check. It is these students, teachers, and counselors who act like IB is the second coming of Christ that I have a problem with.

I personally know what it feels like to receive a "look" from a counselor (not even mine) because I didn't want to force my schedule to fit with the IB programme.

Therein lies the problem: IB fanatics prevent students from making educated choices concerning their schedules.

With that, IB has certain teachers, counselors and students holding their heads a little too high, all because they are part of the guinea pig group for a programme that's still getting its kinks worked out.

What I'm asking is that everyone just calm down about IB. IB kids are not different from AP kids, and the majority of us just don't care if program is spelled with or without an extra m and e.



Markie Anderle

AVOIDING THE ‘COLLEGE TALK’



Photo illustration by Rachel Shaw•The Shakerite

Incessant college chatter creates uncomfortable atmosphere for students

Where are you applying to college? What are your top choices? Oh, you think you can get in there? Then come the rest of the questions and judgmental comments. I do everything to avoid it, because, quite frankly, I hate the “college talk.”

My friends who have already gone through the frustration of this conversation start with: “I know you’ll hate this conversation – but I have to ask. . .” Why was I expected to know where I wanted to go to college by my sophomore year of high school? Standardized tests often ask you to list your top college choices or prospective college majors. If a student doesn’t know, she checks the “undecided” box, and is now at a disadvantage to the students who filled out the box and consequently, will receive brochures and opportunities from the College Board.

In ninth grade I considered going on a gap year after graduation, but it was purely a thought. Although I hardly mentioned it to anyone at the time, it was definitely something I considered. Subsequent conversations with adults emphasized what university I will attend and have basically abolished any thought of a gap year. Especially at Shaker, hardly anyone considers other options.

Guidance counselors promote different col-

leges for their students. They do not necessarily asked students if they are interested in doing something between high school and college. This isn’t to say that guidance counselors are wrong in educating students during their search for a university that suits them, but they should be more aware of the diversity of students in terms of academics. There are students in this building who were or are considering other programs. The problem may exist because Shaker doesn’t offer enough education about other possibilities. Thinking back to the talks that I’ve had with adults about life after high school, I can’t think of a time when one of them brought up the possibility of another program. Librarian Kelly Jones said that the high school library holds roughly 130 college based books and roughly 10 books on other options after high school. Jones agrees that the high school should offer more information on other options after graduation. And if you are planning to attend college, where you’re applying and how many schools you have applied to doesn’t have to be a conversation topic. I always respond to the questions with “I don’t know” or “I’ll figure it out soon.” But the truth is I do have a list of colleges in the back of my mind that I’m considering and so does everyone else. But it’s their choice to not share that list with anyone. As I approach senior year I’m considering answering the typical questions as vaguely as possible. “I’m applying to schools,” or “Don’t worry about it – I’ll get in somewhere.” I urge the student body to end the typical “college talk.” Stop interrogating your classmates and friends about their college choices. Talk about anything else.



Ilana Kramer

COLLEGE PRESSURE STARTS MUCH TOO SOON

And the pressure’s on. You have exactly one year to get involved, get the grades and take the tests. Once you’re done, start filling out college applications. Ready, set, go. Oh, and while you’re at it, forget that you’re not actually in college yet, and find a way to blow off at least \$600 in the process (the same money that could buy more than a year’s worth of college textbooks). It won’t be hard. From the \$16 PSAT and your first \$86 AP test (or \$106 if you miss the deadline) or the \$710 IB fee through those forty lovely college applications (which are at least \$30 each, and probably closer to \$80), that public school education you prize is getting rather expensive.

By the way, unless you’re taking more than eight AP classes, AP is cheaper than IB. Miss that deadline for the test you need to take now, or else your whole life is over? Not a problem; for ten dollars more, you can not only ensure yourself yet even more study hours, but have also provided the capital for yet another fancy addition to collegeboard.com, which, by the way, is the website where I spend most of my time, miles ahead of Facebook, but only a couple of inches ahead of Naviance. I have reluctantly accepted that we live in a college-crazy community. The Shaker slogan, “A community is known by the schools it keeps,” has stretched to apply to the schools its alumni attend, putting pressure on students to get into to that amazing college. Shaker devotedly provides both a practice PSAT and an

analysis of your results. Not only that, but the Princeton Review (that’s right, the same company that sponsors all gazillion of those fancy AP and SAT review books) also comes in to tell you exactly what you can do to improve your scores. A tutor is unnecessary compared to the invaluable wisdom gleaned from the mistakes of Joe Bloggs (the ‘average’ student supported by the Princeton Review to teach test-taking skills). Believe it or not, at the beginning of junior year, finding the perfect college is not actually a number one priority. It’s definitely up there, and quickly gaining momentum, but no, I don’t know what school I want to attend or what I want to major in. And guess what? Asking me every other day won’t actually help me decide. I have not yet wrapped my head around the fact that in a few short months, college will be the top priority. Whether I’m ready or not, the college craziness will be upon me. Still, I’m asking for a couple more months of high school before I get to college. A couple more months to live in that comfortable Shaker bubble, before the real world descends. If that means waiting for my PSAT scores to come back before I begin to worry about hiring an obscenely expensive SAT tutor, I don’t have a problem with that. A couple more months of only slight madness, before going completely insane, doesn’t seem like a bad thing. So save the money, just for a few more months. Stress about grades now, and wait a few months to worry about getting into Harvard. Go.

Why do you use a tutor?



Rachel Shaw



Cover Story

SETTING THE STORY STRAIGHT

What's it like to be gay at Shaker? Depends on whom you ask

Do you feel that Shaker is more open to "alternative lifestyles" because of its diversity?



A scientific poll of 120 students conducted by The Shakerite staff, margin of error +/- 9.1 percent

BY ALYSSE EBERHARD
COVER STORY EDITOR

The harsh reality of teens and bullying across the country has turned fatal in recent weeks. Whether Shaker is a safe school for gay, lesbian, bisexual and transgender people depends on whom you ask.

Junior David Levitz has been openly gay for approximately four years. Levitz's experience at the 2010 Homecoming dance and throughout high school contrast sharply with that of the six American teenagers who have committed suicide in recent months due to bullying and harassment attributed to their confirmed or perceived homosexuality.

Asher Brown, Seth Walsh, Justin

Aaberg, Billy Lucas, Tyler Clementi and Raymond Chase were all victims of persecution and mockery from fellow students, and all six killed themselves to escape it.

Before the recent series of deaths, bullying of purportedly gay teens made local news in 2007 with the suicides of Mentor High School students Eric Mohat and Meredith Rezak. According to the Huffington Post, Mohat was bullied due to his flamboyant behavior and was assumed to be gay, while Rezak was bullied after coming out as a lesbian. In April 2009, Mohat's parents filed a lawsuit against the Mentor school district, superintendent, high school principal and Eric's math teacher, who, the suit alleges, never stopped bullying directed at Mohat. The lawsuit is on hold as the Ohio Supreme Court considers state law to the case.

Media coverage of the suicides has heightened public recognition of Ally Week, an annual observance established by members of the Gay, Lesbian and Straight Education Network. Held this year from Oct. 18-22, Ally Week encourages people, regardless of sexual orientation, to speak out against harassment of GLBT students.

Allies are found in Shaker's Gay-Straight Alliance, which has been a club since 1998. Over the years, GSA has thrived, and its presence has provoked few complaints of record. Current GSA presidents are Kayla Bell and Jordan Brian.

Bell said she first joined GSA for the social aspect but later saw the importance of coming to the club. At the Oct. 19 GSA meeting, she said, "I can really see a homophobia problem [here at Shaker]."

Other GSA members interviewed at the meeting expressed different views, saying that although Shaker as a whole is very accepting of GLBT students, several individual students are not.

Levitz's presence as an openly gay student at the high school has drawn attention, but he said it has not been

exclusively negative. "I haven't really been directly bullied," Levitz said.

If the reactions Levitz received in at the Oct. 2 Homecoming is any indication of how Shaker feels about the GLBT community, feelings are mixed. Levitz arrived at the dance with his boyfriend, Chardon senior Tyler Mausser. "The students were mostly positive if not just surprised," Levitz said.

"Some people did seem, at first, a little bit 'preoccupied' in a way, but all in all as the night went on, I felt like just any other couple out there on the dance floor," Mausser said in a Face-book interview.

The couple's presence raised more eyebrows than anger. According to Levitz, an administrator "stopped for a second and looked at us, and then kept going."

Levitz didn't welcome the scrutiny. "It was really rude," he said, adding that he and Mausser were dancing appropriately.

Asked about Levitz's experience, Principal Michael Griffith said that the administrator's intentions were most likely not negative. "I would have been surprised and shocked and, frankly, disappointed if there had been any negativity whatsoever," he said. In Griffith's opinion, Shaker is an open and accepting place where all students are welcome, regardless of sexual orientation. Negativity is not widely shown if present at all. "That's not who we are as a community," Griffith said.

Uneasy feelings lingered after the Homecoming dance as well. The next day, Levitz overheard two students in the hallway discussing the couple's actions at the dance, one of whom called their behavior "weird."

"I couldn't say that Shaker as a whole is accepting or isn't accepting just because there's a whole spectrum of students with different opinions and different views, but as far as the general atmosphere, I wouldn't say that it's a hostile atmosphere, at least from my point of view," Levitz said.

The need for a safe space at school brought junior Eleanor Baum and senior Austin Murray to GSA. At the GSA meeting Oct. 19, Baum, who identified herself as bisexual, said that while in middle school in New York, she was called a dyke and lost a lot of friends because of her orientation. After coming to Shaker, she joined GSA to have a positive environment where she feels safe. Senior Austin Murray, who identified himself as gay, said that he joined GSA for support and to do his part in helping the GLBT community.

Members of the GSA often cited anti-gay language as the most common form of hostility they encounter at the high school. In this sense, they said, harassment of GLBT students is not always direct, nor consciously intended. Students freely use, "that's so gay" as a synonym for stupid and qualify their compliments by saying "no homo." Murray pointed out that students' everyday language plays a role in tormenting GLBT students.

"I feel sorry that it's become a social norm," Murray stated. "It just saddens me that people don't really understand that although they don't necessarily mean it, it is hurtful and can have a tremendous and even deadly impact."

Freshman Zaylon Green, a straight ally, said that when people make jokes or rude comments

HOW TO BE AN ALLY

Becoming a straight ally is one of the simplest and most important steps you can take to help GLBT students feel safer at school and beyond. A straight ally is a heterosexual person who supports the GLBT community and is willing to take action to make a safer, more respectful environment for GLBT people as a whole.

Allies can take a variety of actions, ranging from personal behavior to direct involvement with the GLBT community. Here are a few.

•**Don't call people names.** Words such as **dyke** and **faggot** are slurs. Using them violates the school's harassment policy.

•**Don't say, "that's so gay"** or "no homo." You don't think you're not talking about GLBT people when you do, but you are. Imagine if your name became the in term for everything people disliked.

•If your friend comes out to you, **don't tell the world** -- in person or online. Coming out is a process, and it's not for you to decide how fast it goes.

•Treat the GLBT community as you would anyone else -- with dignity and respect. **Don't make people feel unwelcome** or alienated because of their sexual orientation.

•**Look at your own behavior:** Do you move your seat when a GLBT student sits

next to you? Do you avoid commenting on homophobic remarks so no one thinks you are gay, lesbian, bisexual or transgender?

•**Stand up** to unfair laws and insulting newspaper articles.

•When safe to do so, **defend your GLBT friends** against discrimination. It is better to take action than to sit back and watch others be mistreated.

•**Participate in spirit days**, pride days, parades or demonstrations in support of the GLBT community. Coming together for a common goal can have great impact.

•**Join the Shaker Gay-Straight Alliance.** Co-president Kayla Bell said, "Come to GSA. We meet Tuesdays at 3 in room 231. We're warm and welcoming and take everyone as they are, zero exceptions."

Remember, a little action can go a long way. The more you acknowledge the GLBT community, the safer GLBT people will feel. Each person can help to make sure that the GLBT community can trust those around them and are accepted. It is everyone's responsibility to assure that things can and will, indeed, get better.

Compiled by Alysse Eberhard, Erica Seman and Julia Scharfstein

PAGES 8 AND 9 • THE SHAKERITE • 9 NOVEMBER 2010



Created in response to an off-hand gay slur, the Shaker Gay-Straight Alliance has blossomed into a safe zone for gays and allies.

HOW IT STARTED

Homophobia announced its presence at the high school in 1998, when a lacrosse player made a P.A. announcement inviting students to a game against University School.

"We are going to send those prepper fairies home crying," he said. No school official responded to the statement.

TAKING ACTION

Teacher Natalie Sekicky wrote a letter to the principal, signed by a variety of teachers, criticizing the student's use of an old-school, anti-gay slur. The student was required to publish an apology in The Shakerite.

Simultaneously, students had begun to approach other teachers about creating a club for gay, lesbian, bisexual and transgendered teens and their allies within the school.

Over of the summer of '98 English teacher C.J. Bott, now retired, led Sekicky and several other teachers in an effort to research, organize and establish a gay-straight alliance. The group consulted the adviser of the region's only GSA (at Berea High School), and obtained approval from the administration.

HOW SHAKER REACTED

In the fall of 1998, posters were placed around the school promoting a club called Gay-Straight Alliance. Some were defaced and taken down by both students and adults, some of whom thought the group was a joke. Nevertheless, more than 30 students attended the first GSA meeting. Shaker's GSA was the first in the East suburbs. During its first year students from Hawken School and Cleveland Heights visited Shaker GSA meetings to learn about establishing their own GSAs. Today, GSA is an established club at the high school that offers a safe space for GLBT students and allies and works to make the school a safe space for everyone.

Compiled by Erica Seman and Julia Scharfstein

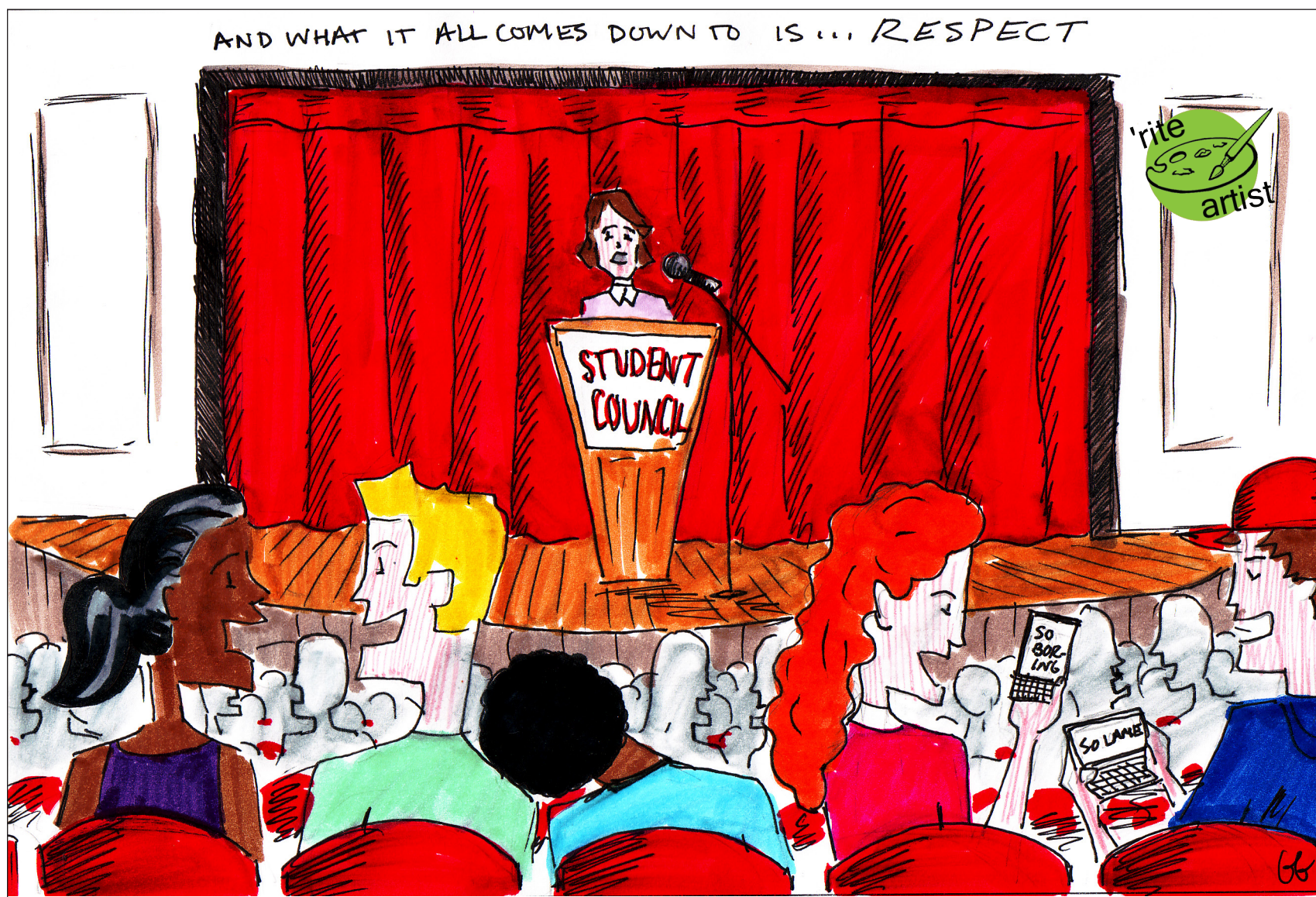


Graham Fine and Marissa Miller/The Shakerite

THE SHAKER GSA shows its pride. With allies and GLBT students, the Gay-Straight Alliance shows that students can collaborate to fight homophobia.

Erica Seman and Julia Scharfstein contributed reporting.

CLASS MEETING CONUNDRUM



Gabe Gordon • The Shakerite

FROM TERRIFIC TO TACTLESS, WE CAN COUNT ON HUTCH TO ADD AN OPINION

Our favorite class meeting quotes from Assistant Principal Eric Hutchinson

To the sophomores:

"All of you are sophomores. Well, most of you are."

To the juniors:

"You're sophomores, disguised as juniors."

"Sometimes you have to let young people hang themselves."

To the seniors:

"I'm overly respectful to adults."

"Be the top dogs, looking down on all the land - it's yours."

"Halloween is when it happens."

"We're Shaker, one of the baddest in all the land. We're not stupid."

"Some of you are buffoons to your classmates."

"We can make you a champion."

"Their favorite grade is called 'D' and 'F'."

COMPILED BY VICTORIA FYDRYCH, KYRA HALL, ILANA KRAMER, MARISSA MILLER AND RACHEL SHAW

Behavior at Student Council assemblies a shameful display of class immaturity

It had such good potential. Assistant Principal Eric Hutchinson began the junior class meeting by saying that class meetings led by Student Council are a brilliant idea that he should have thought of himself.

In theory, maybe. In reality, not so much. While a fraction of students considered the meetings to be a serious way to contribute to student government, others took it as an opportunity to show off their vocal skills -- not by singing, but by competing to see who could be the loudest and rudest while a peer was at the microphone. One victorious student even shouted, "She's a bitch" as a junior council member approached the stage.

Shaker's 396 seniors sat in the Large Auditorium Oct. 5 and listened to Student Council members, who sat on the

stage facing their audience of peers. The meeting was designed to give stu-

dents other than council members a chance to ask questions and make suggestions. Sadly, students took this as an opportunity to mock Student Council and shout ridiculous class apparel suggestions that drowned out the few honest questions.

The following day, the same scenario was repeated with the juniors. And, the day after, with the sophomores. Hutchinson has declared in past

meetings that younger classes are much less mature than older ones. If that's true, it isn't surprising that each meeting featured more immaturity than legitimate discussion. After the seniors acted less maturely than expected, why didn't adults advise changes in meeting procedure to prevent a repeat performance?

During the junior meeting, Hutchinson intervened and scolded the class for their overwhelming disrespect, so clearly, he recognized the problem. Apparently, this problem only applied to juniors, because he didn't address the disrespect displayed by the other, equally rude, classes.

Opening up Student Council meetings to the rest of the student body is a compelling notion, but how could 425 or so students sitting among (and showing off for) their friends and posing ludicrous suggestions possibly be considered a good idea?

It is one thing to sit there, half asleep or lethargic and pretend to listen to an administrator ramble for 50 minutes about college, class spirit, or anything else that is deemed worthy of a class meeting. It's quite another thing, though, to waste a class period listening to classmates rant about council and yell slurs at the top of their lungs.

No one wants to accept that the seniors, or the juniors or sophomores, can't handle themselves in a big group setting, but that seems to be the case. The seniors proved it. The juniors reinforced it. So why wasn't the sophomore meeting conducted

any differently?

The goal of involving the student body in Student Council (which really is a good idea) overpowered any misgivings that there might have been concerning behavior. Still though, the only useful thing that came of the meetings was that students are now invited to the first council meeting of each month.

Yes, the meetings are early in the morning, and yes, we all need to catch up on our sleep, but if council members can get up early once a week, you can do it once a month. If you care enough about Student Council to yell at them in front of your peers, than you should care enough to sacrifice 40 minutes of sleep to civilly voice your opinion at the meeting.

To all of those who wasted our time at the class meetings: don't claim that you can't hear the announcements or see the giant posters advertising spirit days littering the hallways. See whether a little self awareness will help you solve your problem before you nastily blame Student Council for everything. If we must have these class meetings, let's try to make them worthwhile.

It's no wonder we no longer have pep rallies or school-wide assemblies or outside speakers who might bear witness to behaviors that don't reflect impeccable Shaker values. Before you condemn the administration for taking away all of the supposedly fun parts of school, think about it. There might be a reason.



Diverting my life for 3 months

There is nothing worse than looking into your rearview mirror and seeing those dreaded red and blue flashing lights. Seriously. First, your get that horrid tingly feeling, then you experience sheer panic, and finally you curse yourself as you pull over.

Welcome to the beginning of my three-month ticket. Cruising along Interstate 480, I was feeling pretty good pushing 75 miles per hour in a 60, and I was psyched to go see Kid Cudi in about three hours.

In a particularly cocky move, I merged into the left lane and whizzed by a broken-down car languishing on the shoulder. At least I thought it was a broken-down car. In reality, it was a cop, and about three milliseconds after I passed him, the lights were flashing, and I was screwed.



After the panic and dread passed, I started thinking of ways I could get out of this ticket. I was more polite than usual and was certain the cop was putting me in the system for a warning when he went back to his car.

No such luck there. The cop strode back to my car with a bright yellow ticket in his hand. "It's OK," he assured me, because North Olmsted had just created a "Diversion Program."

That Diversion Program is exactly what landed me in this three-month nightmare. It is one of five or six in the county, and North Olmsted, which enacted the program in January 2010, is currently on case 71. Instead of going to court, paying the cost of my ticket and court fees, and having points added to my license, I wound up in a warning phase that never seemed to end.

The cop explained to me that I would only have to pay the ticket cost of \$100 and report to a "court" convened by the magistrate of the program and other volunteers to find out my "sentencing."

At court, I again tried to weasel my way out of any punishments by dressing nicely and being polite to everyone working in the "court" room. Yet again, my plan backfired. The magistrate assigned me 90 days of probation and five hours of community service and ordered me to attend a six-hour driving class. And pay a \$45 fee.

That's funny; I'm pretty sure the cop told me that the \$100 ticket would be my only expense.

The reason for my community service sentence? To repay my community for endangering myself as well as others around me. Oh, really? Tell that to the speed demons who whipped by me going 90 miles per hour because I was the sucker who had already been pulled over.

The community service was definitely a bummer. I had to give up a Sunday, wake up early, and—God forbid---do some manual labor (hauling picnic tables and chairs in and out for a local church picnic). But what I really fretted about was the driving class. "What if it's just me and a bunch of juvies in orange jumpsuits?!" Yes, I seriously worried about this.

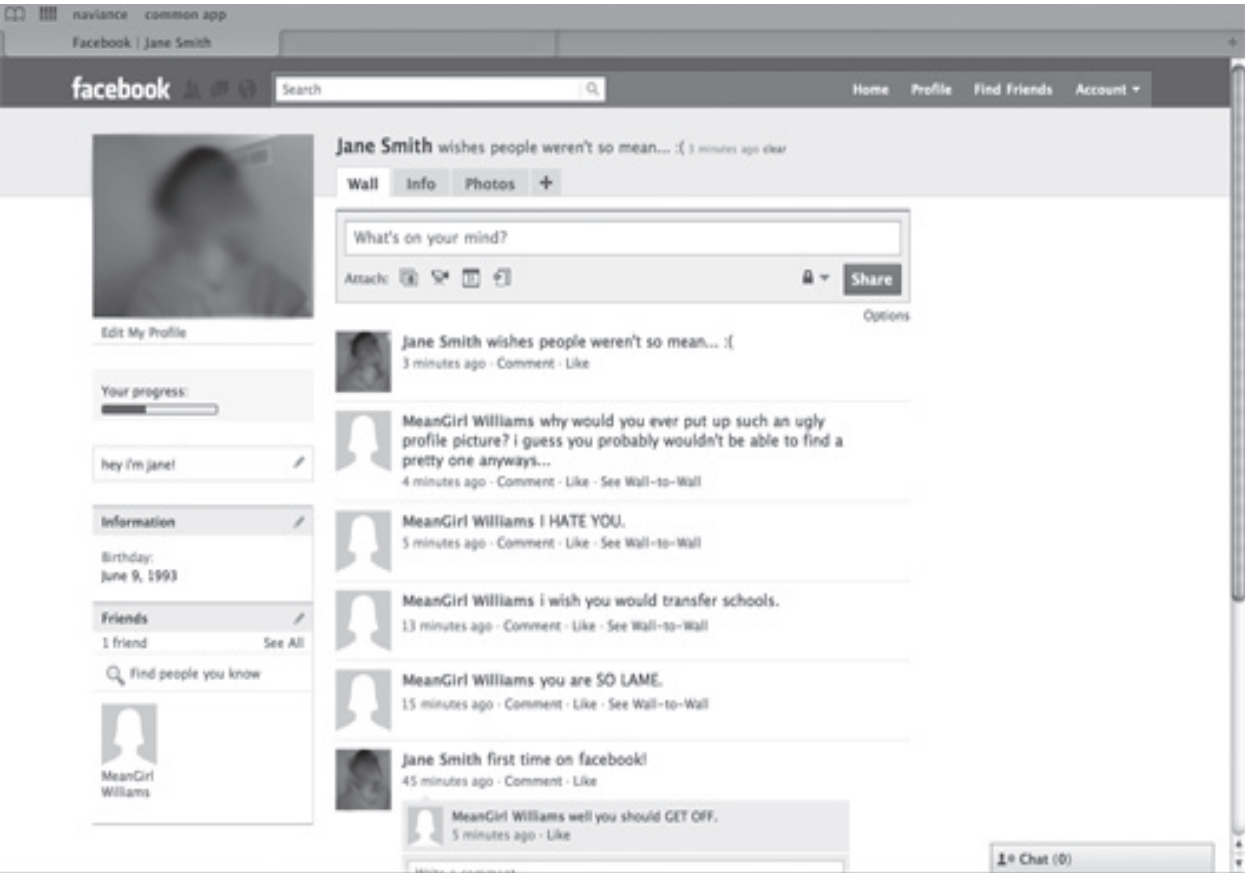
And did I mention that the class was held on the day of Homecoming? Awesome!

As it turns out, the class really wasn't so bad. Our teacher was a hoot; she was an older woman who kept us entertained with stories of her trips to Bali and Japan. I wasn't surrounded by juvies, either. The kids in the class were all 17- or 18-year-olds who didn't want to be there as much as I did, but we all decided to get over it and make it as fun as possible. I'd say we pretty much made ourselves a little family of delinquent drivers.

Finally, I finished the class and community service hours that had been hanging over my head for two months after being pulled over. But don't think that I walked out of that class on cloud nine. I still have 30 days of probation left. If I get pulled over before Nov. 18, my license will be taken away for the next three months.

Oh, and just one more thing worth mentioning: As I walked out of the driving class, there was a \$25 parking ticket waiting just for me.

SOCIAL NETWORKS TURN UGLY



THIS HYPOTHETICAL FACEBOOK page illustrates the types of bullying going on today. Harsh words written online cause emotional pain for all recipients. In recent years, as social networking usage has increased significantly, the amount of cyberbullying has increased. According to the Cyberbullying Research Center, 80 percent of adolescents set their profile to private in 2009, compared to 39 percent in 2006.

Devin Parry and Ellen Holcomb • The Shakerite

With Formspring gaining popularity, bullies have more opportunites to trash talk

BY GRAHAM FINE
COVER STORY EDITOR

"The Internet is just another forum for haters to be haters. The format is the only thing that's different," junior David Levitz said.

Though regularly disregarded as kids being kids, cyberbullying is a serious problem in the United States and affects almost half of teenagers in the U.S. according to the Anti-Defamation League, an organization that fights to secure justice and fair treatment to all. The Stop Cyberbullying Organization defines cyberbullying as when "a child, preteen or teen is tormented, threatened, harassed, humiliated, embarrassed or otherwise targeted by another child, preteen or teen using the Internet." Recent cyberbullying incidents and the growing popularity of anonymous websites like formspring.me magnify the threat of cyberbullying in the high school.

Junior Gracie Gerhart, like other Shaker students, has a formspring.me page where visitors can anonymously ask questions and view her answers -- all in a public forum. Gerhart explained that the comments she receives are either jokes with friends or "exaggerated comments that the anonymous person has heard." Gerhart enjoys this because instead of comments being made behind her back, she is able to address the rumors head-on for everyone to see. Though Gerhart takes the comments lightly, questions on her Formspring page that address her private life and demean her physical appearance qualify as cyberbullying.

Public attention has centered on the cyberbullying-related suicides

of several students. In the last month, the media has covered the story of Rutgers University student Tyler Clementi, who took his own life in response to his roommate uploading a personal video of him to the Internet.

The anonymity of these sites only fuels the fire. Anonymity is the best shield that the Internet has to offer. People usually say comments online they would never even think about saying to someone in person, knowing that their comments will rarely, or never, be traced back to them. The fact that a hateful comment has no connection to a face or name makes the comment difficult to immediately trace to the source and because of this, victims rarely reach a satisfactory resolution.

But these comments aren't always anonymous. "Hateful comments always hurt more when coming from someone you know personally," Levitz said. Attacks made by known people on sites like Facebook or YouTube are common. Levitz, who has a YouTube account that he regularly updates with personal videos, admits that he's become desensitized to Internet hate speech because of how often he encounters it.

Ohio has laws against bullying in general but as of right now, a law against "bullying by electric means" is pending, according to the Cyberbullying Research Center. In addition to the pending law in Ohio, there is a cyberbullying bill being proposed for the country which would penalize cyberbullies and aim to prevent future incidents of cyberbullying.

YOU DON'T GET TO 500 MILLION FRIENDS WITHOUT MAKING A FEW ENEMIES

In our Facebook-obsessed school, everyone should go see The Social Network. Check out Seamus Leahy's review on Pg. 13.

Leather boots are the new go-to shoe. They're Cleveland-weather appropriate and more classy than Uggs.

Stop cramming for tests! You'll do better if you start studying earlier. Plus, no one wants to make Shaker look bad, God forbid. Read about study habits on Pg. 13.

IN HEART-POUNDING 3D

SAW 3D

As if the first six Saw movies weren't enough, and you'd rather watch people get mauled in 3-D action, check out Saw VII, out Oct. 29. As for us? We'll pass...

In&Out

Compiled by Devin Parry and Ellen Holcomb

WHAT THE HECK?

I studied all night!
Research says cramming
for a test may prove to be
a total waste of your time

BY FRANCIS GOINS
RAIDER ZONE EDITOR

Home from school, you run upstairs, check to make sure no one is around and then lock the door behind you. Digging through your book bag, you find it, crack it open and settle in.

You and your physics book are going to spend a long night together.

As long as there have been tests, students have crammed for them. But now, it's possible that everything you know about how to study is wrong. The days of hunkering down for six-hour study sessions may be on their way out as researchers suggest that shorter, more frequent dates with your subjects may result in better learning and higher test scores.

According to tutor Marcia Jaffe, time management is an essential tool in obtaining that high mark on tests. "One of the things I mostly see is that everyone gets into a routine. But it seems that the students blow through the day and when it's 10 o'clock their homework may or not be done," she said.

Jaffe thinks students are catching on to the need for order, though.

"I've been helping with organization for 10 to 12 years now, and I have to say the students are getting better," Jaffe said. "Now they bring themselves in because they realize that if they want to succeed they have to want to make themselves better at organization."

Although making studying part of your routine is crucial, research suggests that routine studying may not be effective. Dr. Doug Rohrer, who studied the question, told the New York Times that mixing up types of math

problems when studying, for example, may improve learning. "Each problem is different from the last one," Rohrer said. "This means kids must learn how to choose the appropriate procedure — just like they had to do on the test."

Jaffe approves of the mix-it-up approach. "I can remember myself being taught through being shown one type of problem and then another in a list. When it was test time, I failed," she said. "I think the best way to learn is to make note cards with the subjects, spread them on the floor, and then mix them up multiple times."

Although not a typical study strategy, varying study locations may also help. "I study in the same place after practice and eat snacks in between subjects," senior Cece Mercer said. Although Mercer's approach is common, research as far back as 1978 concluded that students who studied a list of 40 vocabulary words in two different rooms tested better than their peers.

Scientists discovered that our minds make connections between what we are studying and our environment. So, if students study in diverse locations, their learning is less likely to depend on being in a particular location.

Jaffe offers qualified support for this strategy. "I think it could work," she said. "However, I think that it can be used as an alternative strategy for students to see if it works for them. But I know that this will not work for everyone."

This brings us to the gold standard of study wisdom -- cramming. We have all been told not to, but most students regularly cram for tests, or at least for those that take them by surprise.

"I only cram for a test when I forgot there was one" junior Amber Davis said. "Then I switch into robot mode and try to remember all the material." Researchers back teachers up on this and offer an alternative strategy.

After a series of tests, Henry L. Roediger III from Washington University in Missouri discovered that all students need to do is study for an exam is practice an hour a night on a subject and an hour a night on the weekend.

The idea is to forget a bit of what you learned previously. Sounds crazy, right? What you hope to achieve with this practice is the ah-ha moment -- which then allows you to learn more easily.

So for those who have that big test coming up, or those who want to keep on top of things for the exams, remember this article. To recap; along with repetition, forgetting is a part of learning. Both will help keep the material in heads long enough to pass exams. You have got to mix it up. Throw out your old routine and be spontaneous with where and what you study. And finally cramming is suicide. Everything you shove in there will fall out at the first opportunity.

Perhaps the most important strategy is to persist. Jaffe said, "The brain has to constantly be learning. If you do not keep your brain updated, then knowledge inside goes bad."

GO
SEE IT

YOU DON'T
GET TO
500 MILLION
FRIENDS
WITHOUT MAKING
A FEW
ENEMIES

<http://www.blogspot.com>

THE SHAKERITE
LIKES 'THE
SOCIAL NETWORK'

Highly anticipated, "The Social Network" was worth the wait. Jesse Eisenberg fits the role of Mark Zuckerberg so well, that he may as well have made the 7-year-old website himself.



Seamus
Leahy

Eisenberg's Zuckerberg is a fast-talking computer whiz with an overly-analytical social demeanor. One night, after breaking up with his girlfriend, he gets drunk and mad and hacks the Harvard mainframe.

The rest of the movie centers on the two trials in which Zuckerberg is involved: one involving the antagonists -- rich twin fraternity brothers who want more credit than they're due; and another involving the antihero, Eduardo Saverin (Andrew Garfield), Facebook's co-founder.

Halfway through, Justin Timberlake graces the screen as Sean Parker, a senior consultant. Stylistically, the movie tries to cover as much as possible in two hours. Unfortunately, this means fast dialogue. If you can keep up with the first five minutes, the rest of the movie won't be hard to follow. The humor is well placed around the dangerous world of business and the decadent social environment of Harvard.

Even though the movie isn't about the Facebook website itself, it still makes for a great viewing.

Cast: Jesse Eisenberg, Andrew Garfield, Max Minghella, Justin Timberlake, Armie Hammer Jr., Josh Pence.

Directed By: David Fincher

Rated: PG - 13

Genre: Drama

Run Time: 2 hours



Shaker Heights Teachers' Association

SHTA

Professionals Dedicated To Educating
Shaker's Youth

ATOP THE NFL, CLEMENTS RECALLS SHAKER

BY KYRA HALL
RAIDERZONE EDITOR

He is a pro both on and off the field.

Whether he is covering a wide receiver or busy working with his advocacy organization GoPro, Nate Clements demonstrates qualities every athlete should admire. Clements, a 1998 Shaker graduate who is now in his tenth year as an NFL cornerback, has worked incredibly hard to get to where he is today.

Clements had many struggles, but his dream of playing in the NFL kept him motivated. "The hardest thing for me was being able to manage everything that I had on my plate at the time. I always knew I could play in the NFL, but I took it a step farther since I sacrificed so much," Clements said in a phone interview. "It's the question of what you are you willing to give up and the price you have to pay."

For Clements, those sacrifices were often social.

"In high school, I gave up the night life, and I gave up on friends. When they would ask me to go out, I would turn them down to go home and do my homework," Clements said.

Like any athlete, Clements had to remain academically eligible to play. At Shaker, athletes must be passing five classes, each worth one credit, in order to be eligible.

Though at times this could be stressful, Clements had many people pushing him. His history teacher and coach, David Sedmak, who coached the Raiders from 1993 until 2007, was one of them.

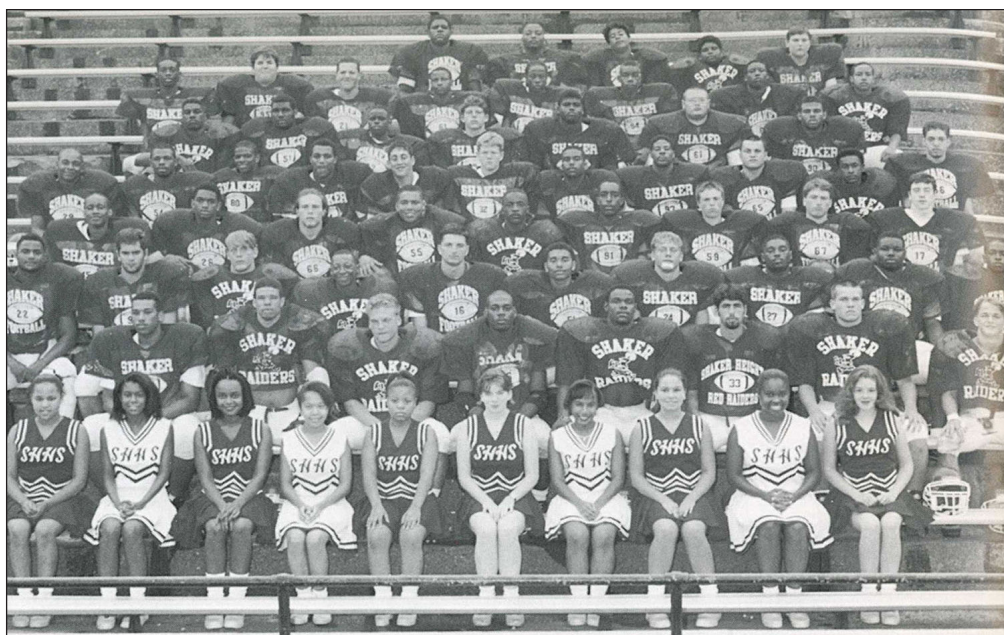
"Sedmak showed that he had passion not only for football but players as well," Clements said. "I was going into my senior year with football and still having to study for the SATs and prepare for college. He allowed me to leave practice early and enrolled me in a course to help me for the SATs. He showed that he cared for me not only as a player but as a student."

Sedmak took pride in being able to help out Clements every chance he got.

"Nate was border-line with his test scores and grades for getting a scholarship. He was always a solid student but on the edge," Sedmak said. "That SAT prep class really helped him. I didn't mind doing it since he was such a good kid. You would want to go out of your way to help him because you knew he would do same for the team."

Clements found a way to return Sedmak's faith.

To this day, Clements holds the school record for 14 interceptions and that was a preview of his talent. While playing for Ohio State University, he was an All-Big Ten



THEN-SENIOR CLEMENTS, third from right, second row from top, with the 1997 varsity football team and cheerleaders and in his senior picture.

Conference first-team choice. After his junior year, Clements decided to forego his senior season and declared himself eligible for the NFL draft. Clements was drafted by the Buffalo Bills with the 21st pick of the first round of the 2001 NFL Draft. He played for the Bills from 2001 to 2006 and was a Pro Bowl selection in 2004. Clements was declared the highest paid defensive player in NFL history on Mar 2, 2007 after signing an eight-year, \$80 million (with \$22 million guaranteed) deal with the San Francisco 49ers. In Clements' career outside of Shaker, he's had a total of 852 tackles and 39 interceptions.

"Failure will never overtake you if your determination to succeed is strong," is one of Clements' favorite inspirational quotes which he lives by.

Not many high school coaches get the privilege to say that they've coached an NFL player. It's something Sedmak cherishes along with the successes of all his former players.

"It makes me very proud knowing that I had the honor to coach someone who is currently in the NFL," he said. "So many of the kids that we coached learned so much and went on to be good people and successful at what they're doing, not necessarily with football. Obviously, when you have a guy who gets to fulfill his dream, everyone lives through him. It's really neat and exciting."

Clements helped his former teammates do just that when he bought them all tickets and arranged for a charter bus to take them to Buffalo so that they could watch him play.

Although Clements has been absent from Russell H. Rupp stadium since his Raider number 20 jersey was retired in 2005, his name has cropped up repeatedly in conjunction with discussions about renovating the football field. As The Shakerite published last month, a rumor that the district rejected Clements' \$3 million offer to finance a new turf field and track in exchange for stadium naming privileges is just that. Clements never made that proposal. His name was apparently brought up by a committee that was considering ways to improve the athletic fields, and the rumor mill went to work.

However, asked if he would ever consider donating money toward a renovated stadium, Clements said, "Before it's all said and done, I would love to see Shaker with a new turf field. It is something I'm definitely going to continue to set in stone."

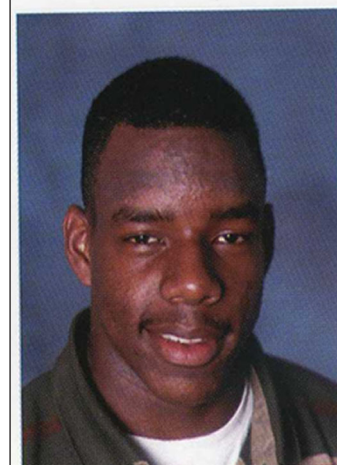
Providing Shaker a turf field is just one thing on Clements' mind. He also has high hopes to win a Super Bowl, be voted into the Football Hall of Fame, and continue to reach out to youth with GoPro.

Clements' GoPro organization aims to inspire kids to become professionals in some capacity -- athletic or not. Clements' website, lockdown22.com, explains that being a pro doesn't just mean playing in the NFL. GoPro is an acronym for getting the proper education for the job, opening your own doors to success through hard work, preparing for the opportunity that will lead to success, remembering to give back to help others achieve; and owning up to being the pro that you are.

As the program develops, Clements will provide kids with a GoPro Playbook, which consists of checklists. The goal is to guide youth in the right direction to open up opportunities with scholarships, internships, and community service which will benefit them in the future. Clements is looking for corporations and community organizations to help further GoPro.

Sedmak believes that Clements' parents raised him to be such a humble person and Clements agrees.

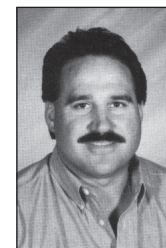
He said, "My parents inspired me the most because they sacrificed so much for my brother and I, especially for me to go to such a good school and for me to have the things that I have."



NATHAN CLEMENTS

Giving glory & honor to God I want to thank Him for my education & much more to come. And for my souljazz, BH, DJ, KM, LB, DM, MP #20 fa' life.

Gristmill photos



David Sedmak

FORMER COACH SUPPORTS WATKINS

Sedmak is aware that the Shaker football program has struggled, however, he feels the blame should not be put on coaching. "Head Coach Beano Watkins could use more help. He is the only person on the coaching staff who works in the school," Sedmak said. "That's only one person staying on top of the players during the day. Watkins is a great person and a solid coach."

Sedmak pointed out that the Raiders' schedule works against their success. "These guys are playing tougher teams than we used to play. We had it a lot easier," Sedmak said.

KYRA HALL

**PLAYED FOR THE
BILLS 2001-2006**

**PLAYS FOR THE 49ERS
2007-PRESENT**

**PLAYED FOR THE
BUCKEYES
1999-2001**

WOMEN’S SOCCER NETS LEL CROWN

BY FRANCIS GOINS
RAIDER ZONE EDITOR

Even phenomenal seasons have to end. The women’s soccer team stood out among Division I squads this year, using a balanced attack to go 12-3-3, win the Lake Erie League and shut out seven foes. The Raiders thrived despite sending two players to Division I college programs last year.

“It’s been an excellent season,” said Head Coach Tom Fowler. “They’ve been getting out there and have been showing 100 percent heart.”

The success pointed to an exciting playoff run. Unfortunately, it was a short one as Shaker fell to Mayfield 3-2 in the first round Oct. 26.

Although they prevailed often and held teams scoreless throughout the season, the Raiders were not big scorers. They were, however, skilled on both offense and defense. Asked to name a player whose performance set her apart, Fowler said, “We’re balanced from top to bottom. From attack to midfield to defense, our great balance puts us ahead of the competition.”

The equity may pose a challenge for reporters, but it was a distinct advantage to the team. A few players can be singled out, nonetheless. Junior Amber Goin, attack, led Shaker in goals with 10.

“It’s been a great season, and the whole offense has been good with scoring this year,” Goin said.

Defensively, the women shut out seven of their opponents, the biggest blowout an 8-0 drubbing of Lakeside. “We are not really a big scoring team,” said Fowler, “but since our players play their positions so well, it makes offense and defense easy.”

Senior Desha Swann said solid play from all team members – regardless of class -- was important. “This season has been great,” Swann said. “Last year the seniors kind of separated themselves from the rest of the team, so we didn’t play as well. But now we all play together like one team.”

Shaker lost Division I recruits Katie Shlaes and Lizzie Gold-

smith to graduation last spring, but the predictable rebuilding year never materialized. “Coming into this season, I knew it would be a rebuilding year,” senior co-captain Mackenzie Taylor said. “But our team was mixed with juniors and seniors, which helped our skill level. That, and because I’m a senior, I knew it’d be a fun season.”

Fowler emphasized the team approach. “Every girl has stepped up when the team needs it,” said Fowler “Even the players from the reserves can play against some of the bigger teams.” The early playoff exit was a surprise but can’t tarnish

the Raiders’ notable wins. “I could not have been more impressed with our performance,” said Taylor. “We beat Mentor to win our second LEL title and beat other impressive teams such as NDCL, Aurora and North Olmsted and tied with our rivals, West Geauga.” And next year? “Well, it’s not going to be easy,” said Goin. “It’s going to be a rebuilding year next year. But if we can come into next season with this season’s momentum, we’ll have another great season.”



CANDACE CUNARD •GRISTMILL

SENIOR CAPTAIN CAITLIN Cheverine drives down the field as senior captian Carli Wise and Kathleen Kalafatis, sophomore, trail during the Raiders’ game against the Beaumont Bluestreaks Sept. 30 at the high school. The contest ended in a scoreless tie. Shaker’s outstanding season ended Oct. 26 when the Raiders fell to the Mayfield Wildcats 3-2 in the first round of the playoffs.

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In LeBron James' new Nike commercial, he asks for forgiveness and understanding for leaving Cleveland, but his tone, as Plain Dealer Columnist Bill Livingston says, "achieves a strange mix of self-pity and defiance instead." In an attempt to rebuild his reputation, James instead worsened it.



FOOTBALL'S FATAL BLOW

Could increased awareness about lasting effects of head injuries mean football's doom?



Ian Round • The Shakerite

BY IAN ROUND
RAIDERZONE EDITOR

“Quitting football was probably the best decision I’ve ever made.”

Tom O’Neill (’10) quit football after suffering a concussion during a JV football game his junior year. On a pass play on fourth down and short, O’Neill, the QB, was sacked by a lineman. “Then I don’t remember anything for, like, 20 minutes,” he said.

Increased awareness of the long-term risks of traumatic brain injuries in football has caused the NFL to begin fining and suspending players for flagrant helmet-to-helmet hits, causing a rift between those for and against the blood-curdling contact. Some have even speculated about the end of football altogether.

“While I used to celebrate seeing bone-crushing hits, now I can’t help but cringe,” O’Neill said.

Neurological problems are not caused only by concussions. There is growing concern that cumulative hits that don’t result in concussion may harm football players’ brains. Owen Thomas, who played football at the University of Pennsylvania, committed suicide in April. A brain autopsy revealed that he had chronic traumatic encephalopathy, a brain disease linked to depression and impulse control.

According to the New York Times, Thomas was never diagnosed with a concussion or even complained of a headache. Although autopsies of six retired NFL players have revealed CTE, Thomas is the youngest person ever diagnosed with the condition, raising questions about the danger of repetitive hits.

“It’s pretty hard to make a jump with one case . . . But if it’s true that that happened, it would kill the sport,” James Moriarty, Notre Dame University’s head physi-

cian, told the New York Times.

Shaker head coach Anthony Watkins sees no need for elimination of the sport. “You can hurt your head doing anything,” Watkins said, citing hockey, baseball, soccer, and other sports. One player has suffered a concussion in the football program this year, he said.

Keeping track of the damage

If brain injury is at risk before middle-age, as was the case with Thomas, youth tackle football may be in danger of extinction. However, according to Tito Vazquez, an active member in the FIRE program, there have been no concussions since it was founded in 2004. FIRE, which stands for “Family Involvement Reaps Excellence,” serves players ages 6 to 13. Even though the young players’ brains aren’t fully developed, head injuries are few because their collisions occur at much lower speeds and their bodies are much smaller.

Contrary to popular belief, a concussion is not a brain bruise, but rather an unhealthy electrical disturbance in the brain, causing it to flood with chemicals. It is caused by a sudden stop after acceleration.

In order to reduce the risk of head injury, Watkins said that “the student-athlete has to practice proper technique,” and “the equipment being used has to be properly adjusted.” Players should tackle with their heads up so that the impact is on their chest or shoulders, he said.

Cleveland Clinic developmental and rehabilitation pediatrician Ben Katholi thinks continued awareness will change how players are treated. “I hope it changes how players track their symptoms,” he said. “Knowledge is power, and athletes need to be adequately equipped to make appropriate decisions about their own bodies.”

That increased understanding of head injuries and symptoms may be changing the game.

“Back when I was playing football, you had a headache; now it’s a concussion,” Watkins said.

Christopher Nowinski, a former Harvard football player who now studies CTE, suggests a hit-count in football, similar to a pitch-count in youth baseball. Young pitchers are only allowed to throw a certain number of pitches to protect their elbows. “In football we’ve never thought the brain, which is more important than the elbow, could be subject to the same kind of cumulative injury. That is insanity,” he wrote for the New York Times.

Katholi, however, thinks the idea of a hit count is an “apples and oranges” scenario. “Since every hit is different in football, it would be tough to calculate,” he said.

Vazquez doesn’t think that keeping track of hits would be useful for the FIRE Raiders because their plays are limited enough already. Every player is guaranteed to play at least 10 downs, and there are eight or so possessions per game on each side of the ball.

Malicious intent

But what about when the defensive player actually wants to inflict a concussion? Pittsburgh Steelers linebacker James Harrison concussed two Browns players Oct. 17 with helmet-to-helmet hits, leading with his head – and not his body – on both. The NFL subsequently fined Harrison \$75,000 and will begin suspending players who deliver such hits. Skeptics think fines won’t change anyone’s playing style, as NFL players make too much money; \$75,000 is only a fraction of Harrison’s \$13.4 million yearly salary.

However many improvements can be made, Katholi believes football will never be perfect. “One can create many rules, but at the heart of the sport, it will never be ice skating.”

by
the #’s

HIGH SCHOOL
FOOTBALL
HEAD INJURIES

4-6% of players
suffer concussions or
other brain injuries each
year, which equates to

43,200-
67,200
players.

According to the National Athletic Trainers Association, the rate is probably higher because more than half of players who sustain concussions do not report them.

COMPILED BY IAN ROUND

“Back when I was playing football, you had a headache; now it’s a concussion.”

Head football coach Anthony Watkins